Textbook Alignment to the Utah Core – 3rd Grade Science

This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _X____

Name of Company and Individual Conducting Alignment: Independent Contractor, Shannon R. Gale

A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

X The "Credential Sheet" is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 3rd Grade Science Core Curriculum

Title: _____HSP Science_____ ISBN#: 9780153609398; 9780153609596

Publisher: _____*Harcourt School Publishers*_____

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____89_____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____89_____%

STANDARD I: Students will understand that the shape of Earth and the moon are spherical and that Earth rotates on its axis to produce the appearance of the sun and moon moving through the sky.				
Percentage of coverage in the *student and teacher edition* for Standard I:____100_____ %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____0_____%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 1.1: Describe the appearance of Earth and the moon.				
a.	Describe the shape of Earth and the moon as spherical.	D 402–403, 406–407, 414–415, 417–419, 421, 431	LM 125–127 RS 73–74, 75–76 BL Book 10	
b.	Explain that the sun is the source of light that lights the moon.	D 416–418, 420–421	LM 125–127 RS 75–76 ESL 138–141 BL Book 10 OL Book 10 Transparency RS 10-2	
c.	List the differences in the physical appearance of Earth and the moon as viewed from space.	D 402–403, 408–409, 414–415, 421–422, 424–425, 428, 431	LM 128–130 BL Book 10 OL Book 10	
Objective 1.2: Describe the movement of earth and the moon and the apparent movement of other bodies through the sky.				
a.	Describe the motions of Earth (i.e., the rotation [spinning] of Earth on its axis, the revolution [orbit] of Earth around the sun).	D 404–413, 429	LM 122–124 RS 73–74 AG 75–78 ESL 134–137 BL Book 10	

			OL Book 10 Transparency RS 10–1	
b.	Use a chart to show that the moon orbits Earth approximately every 28 days.	D 414–423	LM 125–127 ESL 138–141 BL Book 10 OL Book 10	
c.	Use a model of Earth to demonstrate that Earth rotates on its axis once every 24 hours to produce the night and day cycle.	D 408, 412, 436	RS 73–74 ESL 134–137 BL Book 10	
d.	Use a model to demonstrate why it seems to a person on Earth that the sun, planets, and stars appear to move across the sky.	D 408, 409, 435, 436	LM 128–130 AG 77–78 BL Book 10 BL Book 14, pp. 12–13	

STANDARD II: Students will understand that organisms depend on living and nonliving things within their environment.				
Percentage of coverage in the *student and teacher edition* for Standard II:_____100_____ %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: _____0_____%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✔
Objective 2.1: Classify living and nonliving things in an environment.				
a.	Identify characteristics of living things (i.e., growth, movement, reproduction).	A 48–49, 50–59, 60–69, 70–71, 76–85, 86–97, 98–105, 112–121, 122–133, 134–135, 166–167	LM 26–28, 29–31, 32–34, 35–37, 38–40, 41–43, 44–46, 47–49, 57–59 RS 5–6, 7–8, 10–11, 12–13, 14–15, 17–18, 19–20, 21–22 AG 1–6, 7–12, 13–18 ESL 2–3, 4–7, 8–11, 12–13, 14–17, 18–21, 22–25 BL Books 1, 2, 3 OL Books 1, 2, 3 AL Book1, 2, 3	
b.	Identify characteristics of nonliving things.	A 50–55	AG 1–2 ESL 4–7 BL Book 1	
c.	Classify living and nonliving things in an environment.	A 54–55 B 156–159	LM 54–56 ESL 4–7, 42–45 BL Book 4 OL Book 4 Transparency IS 4-1	
Objective 2.2: Describe the interactions between living and nonliving things in a small environment.				
a.	Identify living and nonliving things in a	B 156–161	Transparencies IS 4-1, IS 4-2, IS	

	small environment (e.g., terrarium, aquarium, flowerbed) composed of living and nonliving things.		4-3 ESL 42–45	
b.	Predict the effects of changes in the environment (e.g., temperature, light, moisture) on a living organism.	B 174–132, 184–191, 222–223, 226 C 340–341, 346	LM 63–65, 103–105 RS 25–26, 29–30, 31–32 AG 28, 34 ESL 50–53, 54–57 BL Book 4 OL Book 4 AL Book 3 Transparencies IS 4-4, RS 8-3	
c.	Observe and record the effect of changes (e.g., temperature, amount of water, light) upon the living organisms and nonliving things in a small-scale environment.	B 186–187 C 340–341	LM 63–65	
d.	Compare a small-scale environment to a larger environment (e.g., aquarium to a pond, terrarium to a forest).	B 156, 157, 158, 159, 160, 161, 162	Transparency IS 4-2	
e.	Pose a question about the interaction between living and nonliving things in the environment that could be investigated by observation.	A 48, 54, 55 B 159	ESL 43 BL Book 4 OL Book 4 Transparency IS 4–1	

STANDARD III: Students will understand the relationship between the force applied to an object and resulting motion of the object.				
Percentage of coverage in the *student and teacher edition* for Standard III: 88 %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: 0 %**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 3.1: Demonstrate how forces cause changes in speed or direction of objects.				
a.	Show that objects at rest will not move unless a force is applied to them.	F 598–599, 610–613	LM 178–180 ESL 212–215 BL Book 15 OL Book 15 AL Book 15, p. 9 Transparency RS 15–2	
b.	Compare the forces of pushing and pulling.	F 606–615, 636–637	LM 178–180 RS 114–115 AG 115–118 ESL 212–215 BL Book 15 OL Book 15	
c.	Investigate how forces applied through simple machines affect the direction and /or amount of resulting force.	F 640–651, 652–661	LM 190–192, 193–195 RS 121–122, 123–124 AG 121–126 ESL 226–229, 230–233 BL Book 16	
Objective 3.2: Demonstrate that the greater the force applied to an object, the greater the change in speed or direction of the object.				
a.	Predict and observe what happens when a force is applied to an object (e.g.,	F 606–615, 632–633	LM 187–189 ESL 212–215	

	wind, flowing water).		BL Book 15 OL Book 15	
b.	Compare and chart the relative effects of a force of the same strength on objects of different weight (e.g., the breeze from a fan will move a piece of paper, but may not move a piece of cardboard).		OL Book 15, p. 14 AL Book 15, pp. 10–11	
c.	Compare the relative effects of forces of different strengths on an object (e.g., strong wind affects an object differently than a breeze).	F 610–613	LM 178–180 RS 114–115 AG 115–116 ESL 212–215 BL Book 15 OL Book 15	
d.	Conduct a simple investigation to show what happens when objects of various weights collide with one another (e.g., marbles, balls).			4
e.	Show how these concepts apply to various activities (e.g., batting a ball, kicking a ball, hitting a golf ball with a golf club) in terms of force, motion, speed, direction, and distance (e.g., slow, fast, hit hard, hit soft).	F 596–605, 606–615, 630–639	LM 178–180, 181–183, 187–189 RS 112–113, 114–115 AG 115–118 ESL 206–207, 208–211, 212–215 BL Books 15, 16 OL Book 15	

STANDARD IV: Students will understand that objects near Earth are pulled toward Earth by gravity.				
Percentage of coverage in the *student and teacher edition* for Standard IV:_____60_____ %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard IV: _____0_____%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✔
Objective 4.1: Demonstrate that gravity is a force.				
a.	Demonstrate that a force is required to overcome gravity.			4
b.	Use measurement to demonstrate that heavier objects require more force than lighter ones to overcome gravity.			4
Objective 4.2: Describe the effects of gravity on the motion of an object.				
a.	Compare how the motion of an object rolling up or down a hill changes with the incline of the hill.	F 593, 593A–593B, 608–609, 656–657	LM 181–183 RS 114–115 AG 124 Transparency IS 15–2	
b.	Observe, record, and compare the effect of gravity on several objects in motion (e.g., a thrown ball and a dropped ball falling to Earth).	F 614	LM 181–183 RS 114–115 AG 118 BL Book 15	
c.	Pose questions about gravity and forces.	F 606–615	LM 181–183 RS 115–116 AG 115–120 ESL 212–215 BL Book 15	

STANDARD V: Students will understand that the sun is the main source of heat and light for things living on Earth. They will also understand that the motion of rubbing objects together may produce heat.				
Percentage of coverage in the *student and teacher edition* for Standard V: 89 %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard V: 0 %**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 5.1: Provide evidence showing that the sun is the source of heat and light for Earth.				
a.	Compare temperatures in sunny and shady places.	E 494–495	LM 144–146 RS 88–89 AG 77–78, 93	
b.	Observe and report how sunlight affects people and animals by providing heat and light.	A 80–81, 112–121 D 404–413 E 494–495, 504–507	LM 38–40, 122–124, 144–146, 147–149 RS 14, 73–74, 88, 90–91 AG 73–78, 93 ESL 134–137, 162–165 BL Books 10, 12 OL Book 10 AL Book 12	
c.	Provide examples of how sunlight affects people and animals by providing heat and light.	A 104, 112–121 B 202 D 404–413, 429 E 494–495, 504–507, 556, 562	LM 38–40, 122–124, 144–146, 147–149 RS 14, 73–74, 88, 90–91 AG 9, 32–33, 73–74, 93 ESL 28–31, 134–137, 162–165, 166–169 BL Books 10, 12, 14 OL Books 9, 12 AL Book 12	
d.	Identify and discuss as a class some misconceptions about heat sources	E 560	AG 106	

	(e.g., clothes do not produce heat, ice cubes do not give off cold).			
Objective 5.2: Demonstrate that mechanical and electrical machines produce heat and sometimes light.				
a.	Identify and classify mechanical and electrical sources of heat.	E 554–555, 558–559	RS 102–103 AG 95–96 BL Books 12, 14 OL Book 12 AL Book 12	
b.	List examples of mechanical or electrical devices that produce light.	E 497, 554–555, 562–563, 565	LM 165–167 AG 95–96 BL Book 14	
c.	Predict, measure, and graph the temperature changes produced by a variety of mechanical machines and electrical devices while they are operating.			4
Objective 5.3: Demonstrate that heat may be produced when objects are rubbed against one another.				
a.	Identify several examples of how rubbing one object against another produces heat.	E 558	BL Book 14, p. 5	
b.	Compare relative differences in the amount of heat given off or force required to move an object over lubricated/non-lubricated surfaces and smooth/rough surfaces (e.g., waterslide with and without water, hands rubbing together with and without lotion).	F 610	AG 119–120	